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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How the World Works**  **Maths: Number combinations (formative)** | | | | **Driving  Supporting Discipline-Specific** | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Draws and orders all possible 2-number combinations for number 7  Writes addition equations for number combination. | | | | | **Skills:** Observing, application | | | | |
| **Materials:** magnets, rods, multilinks, foamy, notebook and pencil | | | | | **Grouping**  Individual  Pairs  Small group  Whole group  Half group | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 23** | | | **Time: 25 min.** | |
| **Description** | | | | | | | | | |
| **Opening:** The teacher will explain to the children that they are going to find and register number combinations for # 7 | | | | | | | | | |
| **Main Activity:** The teacher will display the materials and ones again review and play with the children the possible 2 number combination for #7 using rods, multilinks and other manipulative to give each child the opportunity to choose the one they prefer. Then they can each use the material and start registering in their notebooks. | | | | | | | | | |
| **Tier 1:** | | | | | | | | | |
| **Tier 2:** | | | | | | | | | |
| **Tier 3:** | | | | | | | | | |
| **Closing:** | | | | | | | | | |

